

## Links to Literacy : Overview of teaching sequence *Bon Appétit! Monsieur Lapin* by Claude Boujon

### Listening, enjoying and involving the learner

(From text to sentence to word)

- Introduce animal cards + animals on IWB– give groups one animal card each (NOT THE RABBIT)– say the animal and they hold up the card. Think of an action for your animal. Say an animal and children do action; then opposite – they do action and I guess the animal. All think of action for rabbit.
- Phonemes /in/ + /oi/ - play pebble game with these or Mexican wave – introduce spellings for these phonemes + alternatives in other known words
- Put animal words in alphabetical order – order pictures/words or use IWB/board with words in colours multilink to order the colours. Look at m/f le/la if appropriate.
- Introduce the book and discuss cover, title + *bon appétit* – have you heard this? Talk about convention.
- Read story first time – do your animal action when you hear it + all do action for Monsieur Lapin
- Read again and join in with *Pouah!* and *Beurk!* as you read – discuss how he feels – what would we say in English? Collect and display these nonsense words.
- Reinforce animal vocabulary by playing dominoes or other games to match words and pictures.
- Read the book again and add piece of multilink OR pass puppet when you hear the sentence “*Que manges-tu?*” (phoneme work eg /k/ = c, k, qu etc) + talk about meaning of the question. Record the question and practise chorusing the question and answer in different voices for the different animals.
- Gradually join in with more of story and start to talk about the meaning. Why do we think it ended as it did? Could there be another page to extend the ending? Do his ears grow back?
- Look at some other words in the book – can we work out what they mean from similar words (cognates) in English? Eg *carottes*, *bananes*, *tremblant*. Discuss *marmite!*
- What other stories do we know like this one? (e.g Rudyard Kipling - The Elephant’s Child plus other fables etc). Make a mindmap to show related stories.
- Introduce the key outcome.

### Developing and rebuilding

(amending, adapting, extending)

- Use chunks of text from story/page – put in order as you read the story (or before as prediction).OR put chunks on board in a colour; order multilink in the order you hear them.
- Use sentence cards to make group sentences and practise taking down 1 card each time while rereading the sentence as a class eg *Que manges-tu?*
- Give children sentences from text with words out of order + an extra one (to check understanding) – on board or in groups.
- Grammar recognition game – hands on head when they hear a noun/pronoun etc as sentence is read. *Monsieur Lapin mange des carottes.*
- If introducing food vocabulary at this time (or if known already) begin to develop questions and answers for *Je mange...or J’aime....* Play true/false, snap, pelmanism, chain games etc with food and taught phrases.

- Practise using the phrase *Bon appétit* just before lunch; add it to general classroom phrases on display and discuss cultural aspect – do we say anything like this before we start a meal? Find video clips of French people using the phrase. Can we find examples in other languages?

### **Key Outcome**

(Performing, creating new pages/ending, display)

#### **Possible outcomes:**

- Make a display of the key parts of the story and label.
- Add a final page to show Monsieur Lapin with his ears grown back – create a sentence as a class to go with this page.
- Add extra pages with other animals and the food they eat – groups, pairs.
- Act the story for an audience with different groups as the different animals – teacher narrates/acts as M. Lapin, children chorus key phrases for their character.

With thanks to Jenny Core, Devon Primary Languages for demonstrating the links between Literacy and MFL.